

**DENVER PUBLIC SCHOOLS**  
**THOMAS JEFFERSON HIGH SCHOOL**  
**COURSE SYLLABUS – 2014-2015**  
**FALL SEMESTER**

**Course Title:** United States History I

**Instructor:** Mr. Selb

**Instructors Available Hours:** 7am -7:30am, 4<sup>th</sup> Period, and office hours

**E-mail:** Robert\_selb@dpsk12.org      **Phone**720-423-7093

**Course Description:**

In this course, students apply knowledge gained in previous years of study to pursue a deeper understanding of major turning points in the shaping of the United States and the modern world. In addition, students draw upon their studies of world and United States history to examine current national and world issues and the growing interdependence of people throughout the world.

**Required Materials:**

**Text Book:** TCI United States History Alive & other supplementary readings and materials

Notebook of 100 pages or more, pen/pencil, highlighters, glue sticks and colored pencils.

**Classroom Expectations:**

**RESPECT:** All students will respect themselves, their community members and the learning environment.

**READINESS:** All students must attend class every day and ready to actively participate in daily activities.

**RESPONSIBILITY:** All students must accept responsibility for themselves and their actions.

*\*\*Active participation and preparedness is expected at all times!*

**Electronic Policy:** electronics may NOT be used in the classroom, unless instructed by teacher.

No food or drinks allowed in the classroom. Exception is water.

➤ **I have read and understood the School Wide Expectations**

**Grading Policy**

Assessment of your grade in this class will be determined using a variety of daily and homework assignments, quizzes, tests, projects and essays. All graded assignments will be given a point value that will go towards the final total points.

**A** = 100 – 90%      **B** = 89 – 80%      **C** = 79 – 70%      **D** = 69 – 60%      **F** = Below 60%

**Attendance and Tardy Policy:** Thomas Jefferson High School attendance and tardy policy will be adhered to strictly, including no make up work for unexcused absences or unexcused tardiness.

➤ **I have read and understand the following the attendance and tardy policy at Thomas Jefferson High School**

**Make-Up Policy:** It is the responsibility of the student to make up assignments and the responsibility of teachers to provide this make-up work via your wiki-page. All students should be allowed to make up work. The rule is days out plus one (school days) for make-up assignments. The distinction is that if they are excused absences students should be allowed to make up the work for full credit. If they are unexcused absences the student should be allowed to make up the work or receive the opportunity to demonstrate mastery of the same standard being measured on an alternative assignment. Teachers may decide to assign students partial credit for their work.

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**I have read and understand the following:**

1. The attendance and tardy policy at Thomas Jefferson High School.
2. The course syllabus including all class rules and expectations as well as materials needed.

**Student Name:** \_\_\_\_\_ **Student Signature:** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_ **Parent Signature:** \_\_\_\_\_

PLEASE SIGN THIS AND SEND IT BACK TO SCHOOL BY **Friday, August 29!**

**Outline of class:** This schedule may be changed as the school year goes on.

Week	Units	Concepts	Essential Questions
1 - 3	Reconstruction: Introduction to historical thinking.	<ul style="list-style-type: none"> <li>• Interaction</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• How do people's interactions and perspectives influence the historical record?</li> <li>• Who writes history, and how does that influence our understanding of dominance, empowerment, and various historical records?</li> <li>• How do people's interactions and perspectives influence the historical record?</li> <li>• Who writes history, and how does that influence our understanding of dominance, empowerment, and various historical records?</li> </ul>
4 - 7	Industrialism, Immigration	<ul style="list-style-type: none"> <li>• Continuity</li> <li>• Change</li> </ul>	<ul style="list-style-type: none"> <li>• How can individuals' or groups' ideas change societies?</li> <li>• What are economic and social implications of immigration in the United States?</li> <li>• How does big business influence decisions in government policy?</li> </ul>
8 - 11	US Expansion	<ul style="list-style-type: none"> <li>• Power</li> <li>• Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• In what ways do the perceived needs of the United States influence our interactions around the world?</li> <li>• In what ways did the United States use power to become a player on the world stage?</li> <li>• How much responsibility does the United States have for the state of other countries?</li> <li>• What is imperialism? How does the U.S. version of imperialism impact other groups?</li> </ul>
12 - 15	WW1 and the roaring 20's	<ul style="list-style-type: none"> <li>• Continuity</li> <li>• Change</li> </ul>	<ul style="list-style-type: none"> <li>• How did music, art, literature, and sports reflect powerful ideological changes during the 1920s and 1930s?</li> <li>• How can minority groups' ideas change lives in the greater society?</li> <li>• Should governments intervene or stay the course and maintain a laissez-faire attitude in times of economic crisis?</li> </ul>